

## Section 7

# **Problem Solving Systems**

## Response to Intervention

Problem Solving to  
Achieve Effective  
Outcomes: Systems  
and Groups



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## Objectives

- ☒ Evaluate Systems
- ☒ RTI Team and Process
- ☒ Adequate Progress
- ☒ Problem Solving Systems
- ☒ Problem Solving Instructional Groups
- ☒ Individual Student Problem Solving

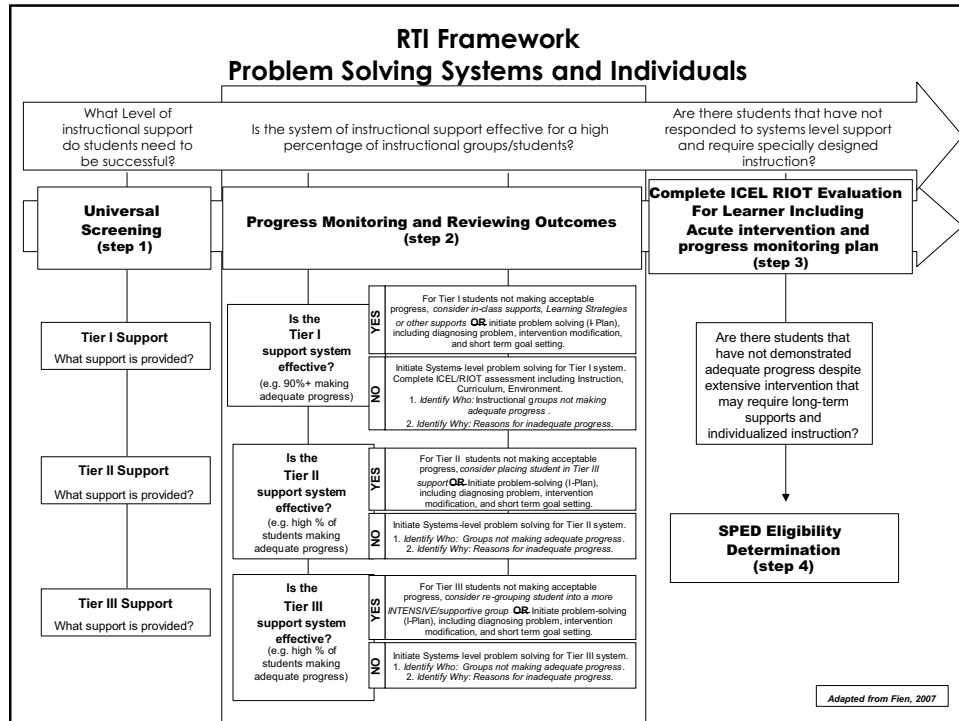
## **“Influence Up”**

**Having influence on things outside of  
your personal circle of control**

### **Teaming for Influence**

1. **Responsibility of Problem Solving Team (PST):** Provide oversight regarding effectiveness of the overall system. The PST engages in problem-solving to address system concerns as well as for individual students.
2. **Consider Establishing Grade Level or Subject Specific Committees:** Teams evaluate effectiveness of instruction via progress of all students before problem solving for individual students.
3. **Using summative and normative data, identify the degree to which programming is effective for each instructional group. Are most students (80 - 90%) making adequate progress?**
  - A. If no, problem-solve for the group.
  - B. If yes, problem-solve for individual students not making adequate progress.
4. **Establish and adhere to Problem-Solving Guidelines and format**

## Response to Intervention Problem Solving: Systems and Groups



## Has Your School Established the Following?

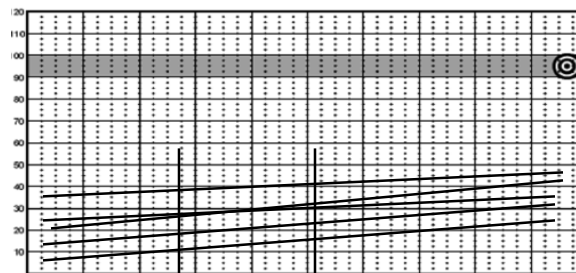
- ✓1. **Systems** - well designed structure for addressing all students
- ✓2. **Assessment** - for the purpose of identifying students in need, differentiating instruction, and evaluating student progress and program effectiveness
- ✓3. **Intervention** - Scientifically validated programs and teaching practices across all four levels of the system
4. **Problem Solving** - Systems and individuals

## STEP 4: Establish a Problem Solving Process

### Problem Solve at Three Levels:

1. Problem Solve Systems  
(Tier 1, Tier II, Tier III)
2. Problem Solve Instructional Groups
3. Problem Solve Individual Students  
(section 5B)

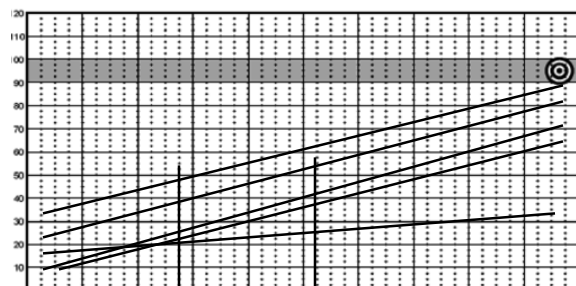
### Systems Problem Solving vs. Individual Problem Solving



#### **Group A**

Student weekly  
growth:  
**.5 cwpm**

Instructional  
Group Average  
weekly growth:  
**.5 cwpm**



#### **Group B**

Student weekly  
growth:  
**.5 cwpm**

Instructional  
Group Average  
weekly growth:  
**1.75 cwpm**

Fien, 2007

## **Advantages of Systems Problem Solving**

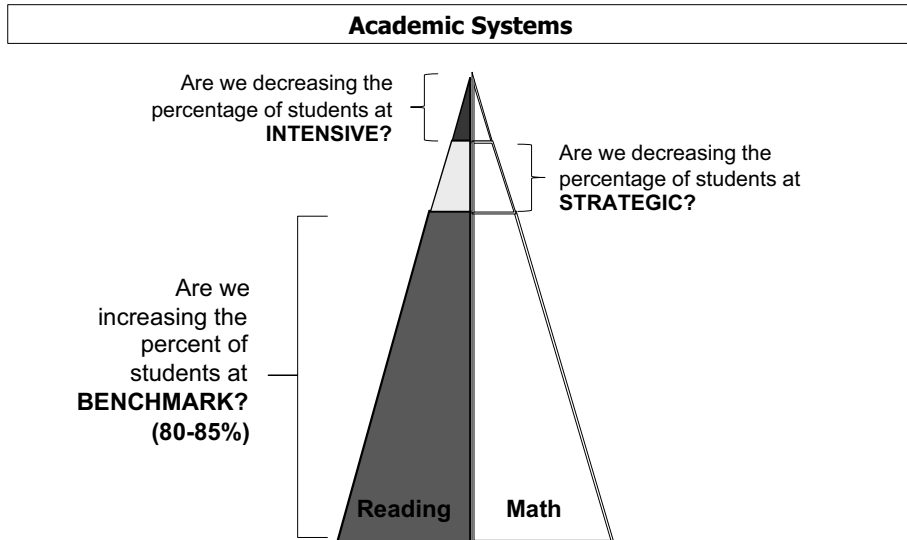
- **Effective Systems improves the performance of all students.**
- **Most problems are system, not student problems.**
- **Individual problem solving is resource/time intensive.**
- **Individual/Student response linked to progress of group.**
- **Ineffective system decreases likelihood that individual problem solving will be successful and sustainable.**

## **How Do We Know if the System is Effective?**

### **ASK...**

- **Is there something for everyone at all levels (i.e., Benchmark, Strategic, Intensive)?**
- **Is it working for most at all three levels?**
- **Are system level supports resulting in adequate progress of instructional groups? Are they closing the achievement gap?**
- **Do we have a clear, objective standard to evaluate student growth?**

## Evaluating Systems: Are Supports Effective?



### Activity

#### Problem Solving Systems

#### ACTIVITY

**As a team, consider the previous slide.**

- 1. What is your school's method for determining effectiveness of systems?**
- 2. How involved are teachers in evaluating effectiveness of systems?**

## **Evaluate and Problem-Solve at all Levels of the System**

- **FIRST**: Evaluate effectiveness and problem-solve systems at three levels (i.e. Tier I, Tier II, and Tier III)
- **SECOND**: Evaluate effectiveness and problem-solve at the instructional group level.
- **THIRD**: Evaluate progress and problem-solve Individual Students

## **FIRST: Evaluate Effectiveness of Instructional Supports (Math)**

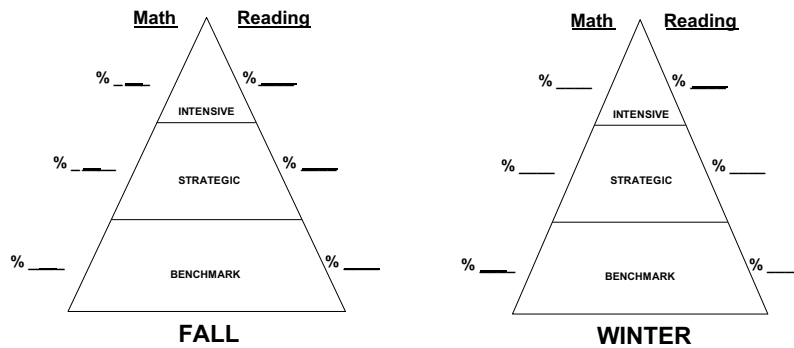
1. What percent of your students at each grade level are:
  - a) Proficient on CBM Reading/Math
  - b) Successful in content area classes
2. What percent of students previously identified strategic (40 to 20 percentile) are now considered benchmark/proficient?
3. What percent of intensive students have made significant gains (are no longer considered intensive)?



Response to Intervention  
Problem Solving: Systems and Groups

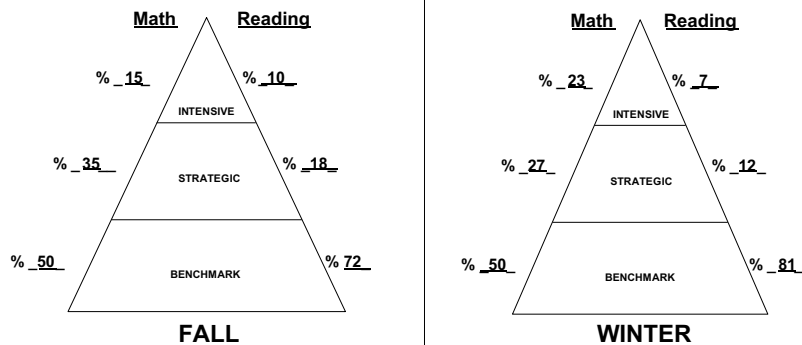
## Evaluating Systems

Review CBM data in reading and math. What percent of students were benchmark, strategic and intensive in the Fall? Winter?



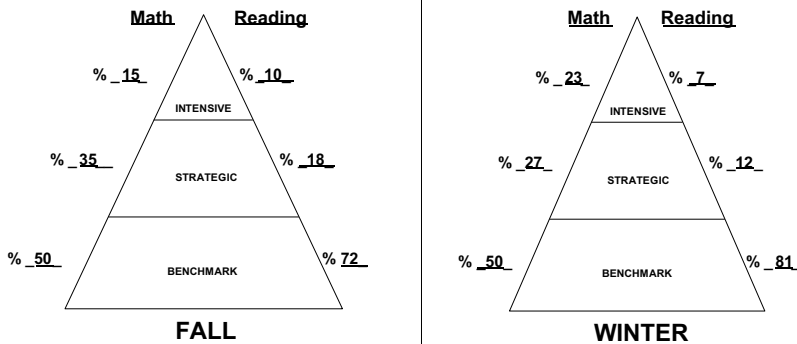
## How Are We Doing?

### *Comparing Percentages (math)*



## How Are We Doing?

### *Comparing Percentages (reading)*



## Activity

### Problem Solving Systems

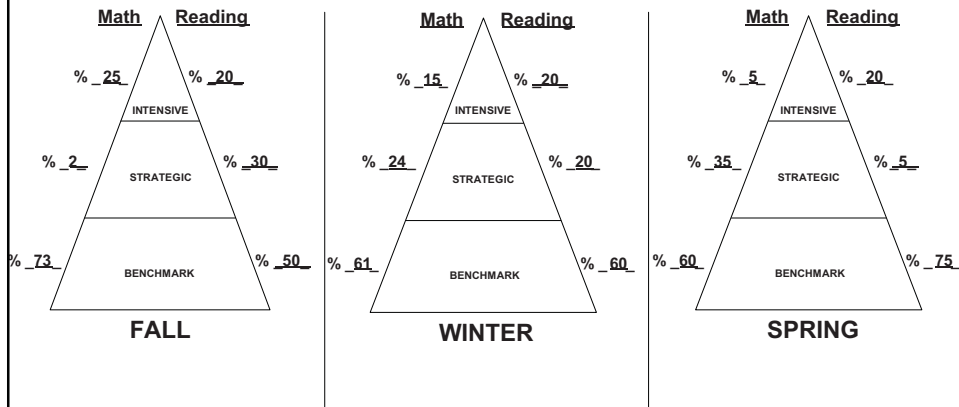
### ACTIVITY

- 1) Using the form on handout, page 2, evaluate progress from Fall to Winter and Winter to Spring.
- 2) How does the percentage of students in each category compare from Fall to Winter and Winter to Spring?
- 3) What conclusions can you make from comparing the F, W, and S data? What questions remain unanswered?

# Response to Intervention Problem Solving: Systems and Groups

## How Are We Doing?

### First Grade Math and Reading



Evaluating Growth - Example Form

Grade/Measure	Percent Benchmark Period: Fall 2007	Percent Benchmark Period: Winter 2008	Percentage Point Increase/Decrease (+ or -)	Percent at Intensive Period: Fall 2007	Percent Established Intensive Period: Winter 2008	Percentage Point Increase/Decrease (+ or -)
Kindergarten	65%	95%	+30%	20%	2%	-18%
First Grade	75%	71%	-4%	15%	12%	-3%
Second Grade	61%	85%	+14%	21%	17%	-4%
Third Grade	68%	74%	+6%	11%	6%	-5%
Fourth Grade						
Fifth Grade						
Sixth Grade						



Response to Intervention  
Problem Solving: Systems and Groups

## Evaluating Growth

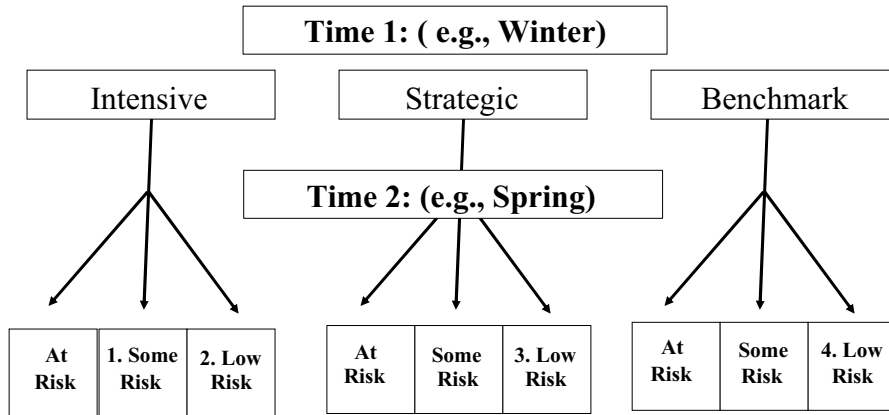
Grade/Measure	Percent Strategic Period__	Percent Strategic Period__	Percentage Point Increase / Decrease (+ or -)	Percent Intensive Period__	Percent Intensive Period__	Percentage Point Increase / Decrease (+ or -)
Sixth Grade						
Seventh Grade						
Eighth Grade						
Ninth Grade						
Tenth Grade						
Eleventh Grade						
Twelfth Grade						

## Are There Unanswered Questions?

- Do you know what happened to specific students?
- Can you determine which instructional groups had growth?
- Are there systems/groups that require more support?
- What is considered acceptable levels of growth?

# Response to Intervention Problem Solving: Systems and Groups

## Evaluating Systems 4 Ways to Achieve Adequate Progress



Source: Oregon Reading First

## DIBELS Summary of Effectiveness Report

Middle of Kindergarten Instructional Recommendation to End of Kindergarten Benchmark Status on PSF	Intensive at Middle of Year to			Strategic at Middle of Year to			Benchmark at Middle of Year to			Benchmark Status on PSF at End of Kindergarten (Total)
	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	
<b>Adams</b>	7 Students Intensive at Middle of K 8.5% of Total Students			34 Students Strategic at Middle of K 41.5% of Total Students			41 Students Benchmark at Middle of K 50% of Total Students			N = 12
Count	1	3	3	0	7	27	0	3	38	Deficit 1.0%
% of Instructional Recommendation	14.3%	42.9%	42.9%	0%	20.6%	79.4%	0%	7.3%	92.7%	Emerging 14.9%
% of Total	1.2%	3.7%	1.7%	0%	8.3%	31.8%	0%	3.7%	46.1%	Established 80.9%

Source: DIBELS

# Response to Intervention Problem Solving: Systems and Groups

What percent of INTENSIVE students made adequate progress?

Middle of Kindergarten Instructional Recommendation to End of Kindergarten Benchmark Status on PSF	Intensive at Middle of Year to			Strategic at Middle of Year to			Benchmark at Middle of Year to			Benchmark Status on PSF in End of Kindergarten (Total)
	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	
Adams	7 Students Intensive at Middle of K 8.5% of Total Students			34 Students Strategic at Middle of K 41.5% of Total Students			41 Students Benchmark at Middle of K 50% of Total Students			N = 82
Count	1	3	3	0	7	27	0	3	38	Deficit 1.2%
% of Instructional Recommendation	14.3%	42.9%	42.9%	0%	20.6%	79.4%	0%	7.3%	92.7%	Emerging 15.9%
% of Total	1.2%	3.7%	3.7%	0%	8.5%	32.9%	0%	3.7%	46.1%	Established 81.9%

Source: DIBELS

What percent of STRATEGIC students made adequate progress?

Middle of Kindergarten Instructional Recommendation to End of Kindergarten Benchmark Status on PSF	Intensive at Middle of Year to			Strategic at Middle of Year to			Benchmark at Middle of Year to			Benchmark Status on PSF in End of Kindergarten (Total)
	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	
Adams	7 Students Intensive at Middle of K 8.5% of Total Students			34 Students Strategic at Middle of K 41.5% of Total Students			41 Students Benchmark at Middle of K 50% of Total Students			N = 82
Count	1	3	3	0	7	27	0	3	38	Deficit 1.2%
% of Instructional Recommendation	14.3%	42.9%	42.9%	0%	20.6%	79.4%	0%	7.3%	92.7%	Emerging 15.9%
% of Total	1.2%	3.7%	3.7%	0%	8.5%	32.9%	0%	3.7%	46.1%	Established 81.9%

Source: DIBELS

# Response to Intervention Problem Solving: Systems and Groups

What percent of BENCHMARK students made adequate progress?

Middle of Kindergarten Instructional Recommendation to End of Kindergarten Benchmark Status on PSF	Intensive at Middle of Year to			Strategic at Middle of Year to			Benchmark at Middle of Year to			Benchmark Status on PSF in End of Kindergarten (Total)
	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	
Adams	7 Students Intensive at Middle of K 3.5% of Total Students			34 Students Strategic at Middle of K 41.5% of Total Students			41 Students Benchmark at Middle of K 50% of Total Students			N = 12
Count	1	3	3	0	7	27	0	3	38	Deficit 1.2%
% of Instructional Recommendation	14.3%	42.9%	42.9%	0%	20.6%	79.4%	0%	7.3%	92.1%	Emerging 15.9%
% of Total	1.2%	3.7%	3.7%	0%	8.3%	31.9%	0%	3.7%	46.3%	Established 81.9%

Source: DIBELS

What was the TOTAL percent of students that made adequate progress?

Middle of Kindergarten Instructional Recommendation to End of Kindergarten Benchmark Status on PSF	Intensive at Middle of Year to			Strategic at Middle of Year to			Benchmark at Middle of Year to			Benchmark Status on PSF in End of Kindergarten (Total)
	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	End of Year Deficit	End of Year Emerging	End of Year Established	
Adams	7 Students Intensive at Middle of K 3.5% of Total Students			34 Students Strategic at Middle of K 41.5% of Total Students			41 Students Benchmark at Middle of K 50% of Total Students			N = 12
Count	1	3	3	0	7	27	0	3	38	Deficit 1.2%
% of Instructional Recommendation	14.3%	42.9%	42.9%	0%	20.6%	79.4%	0%	7.3%	92.1%	Emerging 15.9%
% of Total	1.2%	3.7%	3.7%	0%	8.3%	31.9%	0%	3.7%	46.3%	Established 81.9%

Source: DIBELS

# Response to Intervention Problem Solving: Systems and Groups

## Identify Powerful Ways to Communicate Your Data

### Effective Systems: Evaluating Grade Level Progress

Schools:	School Context	Grade Data					Support		Areas of Greatest Concern				Overall Level of Support/Target
		K-2 (2005-2006)	K (2005-2006)	1 (2005-2006)	2 (2005-2006)	3 (2005-2006)	Coach	Principal	Kinder-garten	First Grade	Second Grade	Third Grade	
Elem. A	Interm.	72	87	74	53	57			I	B	S	I	Low

( ) indicates % of adequate progress Winter to Spring

### Effective Systems: Identifying Concerns

							Areas of Concern/Actions		
Schools:	BSI Progress	K-2 (2005-2006)	K (2005-2006)	1 (2005-2006)	2 (2005-2006)	3 (2005-2006)	Benchmark	Strategic	Intensive
Elem. A	B	89	100	82	96	100	G 1: Walk to read? Fluency?	G 2: Phonics for reading? Fluency? Enhancements?	KG & G 3: Program pacing? Other?
	S	64	86	63	25	53			
	I	58	81	68	21	22			

## We Do...

### Dynamic Indicators of Basic Early Literacy Skills Summary of Effectiveness by School

#### Middle of 1<sup>st</sup> Grade to End of 1<sup>st</sup> Grade

Middle of First Instructional Recommendations To End of First Benchmark Status on ORF	Intensive at Middle of Year To			Strategic at Middle of Year To			Benchmark at Middle of Year To			Benchmark Status on ORF in End of First (Totals)
	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	
Elementary	15 Students Intensive at Middle of 1 <sup>st</sup> 25.4% of Total Students			14 Students Strategic at Middle of 1 <sup>st</sup> 23.7% of Total Students			30 Students Benchmark at Middle of 1 <sup>st</sup> 50.8% of Total Students			N = 59
Count	10	3	2	6	7	1	0	3	27	At Risk 27.1% Some Risk 22% Low Risk 50.8%
% of Instructional Recommendation	66.7%	20%	13.3%	42.9%	50%	7.1%	0%	10%	90%	
% of Total	16.9%	5.1%	3.4%	10.2%	11.9%	1.7%	0%	5.1%	45.8%	

#### Middle of 3<sup>rd</sup> Grade to End of 3<sup>rd</sup> Grade

Middle of Third Instructional Recommendations To End of End of Third Benchmark Status on ORF	Intensive at Middle of Year To			Strategic at Middle of Year To			Benchmark at Middle of Year To			Benchmark Status on ORF in End of Third (Totals)
	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	End of Year At Risk	End of Year Some Risk	End of Year Low Risk	
Elementary	23 Students Intensive at Middle of 3 <sup>rd</sup> 48.9% of Total Students			12 Students Strategic at Middle of 3 <sup>rd</sup> 25.5% of Total Students			12 Students Benchmark at Middle of 3 <sup>rd</sup> 25.5% of Total Students			N = 47
Count	21	1	1	1	8	3	0	2	10	At Risk 46.8% Some Risk 23.4% Low Risk 29.8%
% of Instructional Recommendation	91.4%	4.3%	4.3%	8.3%	66.7%	25%	0%	16.7%	83.3%	
% of Total	44.7%	2.1%	2.1%	2.1%	17%	6.4%	0%	4.3%	21.3%	



# Response to Intervention Problem Solving: Systems and Groups

## We Do... communicate data

### Adequate Progress

Fall to Winter \_\_\_\_ Winter to Spring X

#### Effective Systems: Evaluating Grade Level Progress

School	Percent of Students Making Adequate Progress					
	K	1	2	3	4	5
Elem. A						

#### Effective Systems: Identifying Concerns

Schools:	BSI Progress							Area of Concern/Need for Additional Information		
		K	1	2	3	4	5	6	Benchmark	Strategic
Elem. A	B									
	S									
	I									

1. Identify the total percent of students at each grade that made adequate progress
2. Identify the percent of students at each risk level (B,S,I) that made adequate progress
3. Color code each un-shaded data cell according to level of relative growth  
Top Quartile = Green  
Middle Quartile = Yellow  
Bottom Quartile = Red

## We Do... communicate data

### Adequate Progress

Fall to Winter \_\_\_\_ Winter to Spring X

#### Effective Systems: Evaluating Grade Level Progress

School	Percent of Students Making Adequate Progress					
	K	1	2	3	4	5
Elem. A		56%		32%		

#### Effective Systems: Identifying Concerns

Schools:	BSI Progress							Area of Concern/Need for Additional Information		
		K	1	2	3	4	5	6	Benchmark	Strategic
Elem. A	B		90%		83%					
	S		7%		25%					
	I		33%		9%					

1. Identify the total percent of students at each grade that made adequate progress
2. Identify the percent of students at each risk level (B,S,I) that made adequate progress
3. Color code each un-shaded data cell according to level of relative growth  
Top Quartile = Green  
Middle Quartile = Yellow  
Bottom Quartile = Red

# Response to Intervention Problem Solving: Systems and Groups

## Comparing Performances in Reading

School: \_\_\_\_\_

What is the effectiveness of the grade level support plans?  
Adequate Progress Relative Criteria

Winter to Spring

		Total Overall Effectiveness % of students who made adequate progress in each grade	Intensive % of students who made adequate progress within an instructional support range	Strategic % of students who made adequate progress within an instructional support range	Benchmark % of students who made adequate progress within an instructional support range
<b>K</b> (PSF)	Top	>= 87%	>= 89%	>= 76%	>= 97%
	Middle	57% to 86%	52% to 88%	34% to 75%	76% to 96%
	Bottom	<=56%	<=51%	<=33%	<=75%
<b>K</b> (NWF)	Top	>= 72%	>= 54%	>= 60%	>= 94%
	Middle	39% to 71%	9% to 53%	25% to 59%	68% to 93%
	Bottom	<=38%	<=8%	<=24%	<=67%
<b>1</b> (ORF)	Top	>= 72%	>= 50%	>= 50%	>= 100%
	Middle	50% to 71%	22% to 49%	22% to 49%	91% to 99%
	Bottom	<=49%	<=21%	<=21%	<=90%
<b>2</b> (ORF)	Top	>= 61%	>= 18%	>= 27%	>= 91%
	Middle	40% to 60%	1% to 17%	1% to 26%	78% to 90%
	Bottom	<=39%	<=0%	<=0%	<=77%
<b>3</b> (ORF)	Top	>= 59%	>= 34%	>= 28%	>= 92%
	Middle	43% to 58%	15% to 33%	10% to 27%	81% to 91%
	Bottom	<=42%	<=14%	<=9%	<=80%

## We Do...

Adequate Progress

Fall to Winter \_\_\_\_\_

Winter to Spring  X

Effective Systems: Evaluating Grade Level Progress

School	Percent of Students Making Adequate Progress					
	K	1	2	3	4	5
Elem. A		56%		32%		

Effective Systems: Identifying Concerns

Schools	BSI Progress	K	1	2	3	4	5	6	Area of Concern/Need for Additional Information		
									Benchmark	Strategic	Intensive
Elem. A	B		90%		83%				GRADE 1	GRADE 1	GRADE 3
	S		7%		25%						
	I		33%		9%						

- Identify the total percent of students at each grade that made adequate progress
- Identify the percent of students at each risk level (B,S,I) that made adequate progress
- Color code each un-shaded data cell according to level of relative growth  
Top Quartile = Green  
Middle Quartile = Yellow  
Bottom Quartile = Red

Response to Intervention  
Problem Solving: Systems and Groups

## Activity... you do

### Problem Solving Systems    **ACTIVITY #4**

#### Complete for School A

1. Using the summary of effectiveness reports provided, identify what percent of **Intensive**, **Strategic**, and **Benchmark** students made adequate progress.
2. What was the total percent of students that made adequate progress?

*\* Use full page forms at end of section, 3 -.*

## You Do...Using this Form

**Adequate Progress**

Fall to Winter \_\_\_\_\_ Winter to Spring **X**

**Effective Systems: Evaluating Grade Level Progress**

School	Percent of Students Making Adequate Progress					
	K	1	2	3	4	5
Elem. A						

**Effective Systems: Identifying Concerns**

Schools:	BSI Progress							Area of Concern/Need for Additional Information		
		K	1	2	3	4	5	6	Benchmark	Strategic
Elem. A	B									
	S									
	I									

1. Identify the total percent of students at each grade that made adequate progress
2. Identify the percent of students at each risk level (B,S,I) that made adequate progress
3. Color code each un-shaded data cell according to level of relative growth  
Top Quartile = Green  
Middle Quartile = Yellow  
Bottom Quartile = Red

Response to Intervention  
Problem Solving: Systems and Groups

Activity... you do										
ACTIVITY #3 (cont.)										
Summary of Effectiveness Report										
Beginning of 1 <sup>st</sup> Grade to Middle of 1 <sup>st</sup> Grade										
SCHOOL A	10 Students Intensive at Middle of 1 <sup>st</sup> 21.7% of Total Students			20 Students Strategic at Middle of 1 <sup>st</sup> 43.5% of Total Students			16 Students Benchmark at Middle of 1 <sup>st</sup> 34.8% of Total Students			N = 46  Deficit 10.9% Emerging 41.3% Established 47.8%
	Count									
	% of Instructional Recommendation % of Total									
	3 30% 6.5%	7 70% 15.2%	0 0% 0%	1 5% 2.2%	10 50% 21.7%	9 45% 19.6%	1 6.3% 2.2%	2 12.5% 4.3%	13 81.3% 28.3%	

Activity... you do										
ACTIVITY #3 (cont.)										
Summary of Effectiveness Report										
Beginning of 1 <sup>st</sup> Grade to Middle of 1 <sup>st</sup> Grade										
SCHOOL A	10 Students Intensive at Middle of 1 <sup>st</sup> 21.7% of Total Students			20 Students Strategic at Middle of 1 <sup>st</sup> 43.5% of Total Students			16 Students Benchmark at Middle of 1 <sup>st</sup> 34.8% of Total Students			N = 46  Deficit 10.9% Emerging 41.3% Established 47.8%
	Count									
	% of Instructional Recommendation % of Total									
	3 30% 6.5%	7 70% 15.2%	0 0% 0%	1 5% 2.2%	10 50% 21.7%	9 45% 19.6%	1 6.3% 2.2%	2 12.5% 4.3%	13 81.3% 28.3%	

Response to Intervention  
Problem Solving: Systems and Groups

Activity... you do										
ACTIVITY #3 (cont.)										
Summary of Effectiveness Report										
Beginning of 1 <sup>st</sup> Grade to Middle of 1 <sup>st</sup> Grade										
SCHOOL A	10 Students Intensive at Middle of 1 <sup>st</sup> 21.7% of Total Students			20 Students Strategic at Middle of 1 <sup>st</sup> 43.5% of Total Students			16 Students Benchmark at Middle of 1 <sup>st</sup> 34.8% of Total Students			N = 46  Deficit 10.9% Emerging 41.3% Established 47.8%
	Count									
	% of Instructional Recommendation	% of Total								
	3	7	0	1	10	9	1	2	13	
	30%	70%	0%	5%	50%	45%	6.3%	12.5%	81.3%	
	6.5%	15.2%	0%	2.2%	21.7%	19.6%	2.2%	4.3%	28.3%	

Activity... you do										
ACTIVITY #3 (cont.)										
Summary of Effectiveness Report										
Beginning of 1 <sup>st</sup> Grade to Middle of 1 <sup>st</sup> Grade TOTAL % Adequate Progress										
SCHOOL A	10 Students Intensive at Middle of 1 <sup>st</sup> 21.7% of Total Students			20 Students Strategic at Middle of 1 <sup>st</sup> 43.5% of Total Students			16 Students Benchmark at Middle of 1 <sup>st</sup> 34.8% of Total Students			N = 46  Deficit 10.9% Emerging 41.3% Established 47.8%
	Count									
	% of Instructional Recommendation	% of Total								
	3	7	0	1	10	9	1	2	13	
	30%	70%	0%	5%	50%	45%	6.3%	12.5%	81.3%	
	6.5%	15.2%	0%	2.2%	21.7%	19.6%	2.2%	4.3%	28.3%	

Response to Intervention  
Problem Solving: Systems and Groups

## Activity

### Problem Solving Systems

### ACTIVITY

1. For School A, use the Quartile Reference Forms to complete the Adequate Progress worksheet, handout 4 and 5.
2. Color code each grade and BSI according to their quartile ranking (top, middle, bottom).
3. Identify grades and systems requiring additional support.

## Comparing Performances in Reading

School: \_\_\_\_\_

What is the effectiveness of the grade level support plans?  
Adequate Progress Relative Criteria

Winter to Spring

	Quartile	Total Overall Effectiveness % of students who made adequate progress in each grade	Intensive % of students who made adequate progress within an instructional support range	Strategic % of students who made adequate progress within an instructional support range	Benchmark % of students who made adequate progress within an instructional support range
<b>K</b> (PSF)	Top	>= 87%	>= 89%	>= 76%	>= 97%
	Middle	57% to 86%	52% to 88%	34% to 75%	76% to 96%
	Bottom	<=56%	<=51%	<=33%	<=75%
<b>K</b> (NWF)	Top	>= 72%	>= 54%	>= 60%	>= 94%
	Middle	39% to 71%	9% to 53%	25% to 59%	68% to 93%
	Bottom	<=38%	<=8%	<=24%	<=67%
<b>1</b> (ORF)	Top	>= 72%	>= 50%	>= 50%	>= 100%
	Middle	50% to 71%	22% to 49%	22% to 49%	91% to 99%
	Bottom	<=49%	<=21%	<=21%	<=90%
<b>2</b> (ORF)	Top	>= 61%	>= 18%	>= 27%	>= 91%
	Middle	40% to 60%	1% to 17%	1% to 26%	78% to 90%
	Bottom	<=39%	<=0%	<=0%	<=77%
<b>3</b> (ORF)	Top	>= 59%	>= 34%	>= 28%	>= 92%
	Middle	43% to 58%	15% to 33%	10% to 27%	81% to 91%
	Bottom	<=42%	<=14%	<=9%	<=80%

## Response to Intervention Problem Solving: Systems and Groups

**Adequate Progress**  
  
 Fall to Winter \_\_\_\_ Winter to Spring \_\_\_\_

**Effective Systems: Evaluating Grade Level Progress**

School	Percent of Students Making Adequate Progress						
	K	1	2	3	4	5	6
Elem. A		63					

**Effective Systems: Identifying Concerns**

Schools	BSI Progress	K	1	2	3	4	5	6	Area of Concern/Need for Additional Information			
									Benchmark	Strategic	Intensive	
Elem. A	B		81									
	S		45									
	I		70									

1. Identify the total percent of students at each grade that made adequate progress  
 2. Identify the percent of students at each risk level (B,S,I) that made adequate progress  
 3. Color code each un-shaded data cell according to level of relative growth  
     Top Quartile = Green  
     Middle Quartile = Yellow  
     Bottom Quartile = Red

Activity Worksheet

## Evaluating Healthy Systems

**Use the ICE(L)/RIOT Assessment forms to help evaluate systems.**

- **Use the ICE(L) Assessment to help identify what elements/components to collect/review.**
- **Use the ICE(L) Post-Assessment to summarize information obtained.**

# Response to Intervention Problem Solving: Systems and Groups

## ICE(L)/RIOT Assessment

Pre-Planning Assessment: ICE(L)/RIOT Assessment				
Assessment Procedures/Data Sources				
	R (Review)	I (Interview)	O (Observe)	T (Test/Assess)
	<b>SYSTEMS PROBLEM SOLVING: Determine effectiveness of each part of the system by asking:</b> 1. Is it effective at each level of the school-wide system? 2. Is it effective at the instructional group level? 3. Is it effective for individual students?			
Instruction	<input type="checkbox"/> Differentiated instruction is utilized to address the skill level needs of students (i.e., benchmark, strategic, intensive) <input type="checkbox"/> Instructors have received ample, high quality training needed to provide instruction? <input type="checkbox"/> Is additional time available to teach students according to instructional needs? <input type="checkbox"/> Is additional time available for student in need? <input type="checkbox"/> Are instructors incorporating features of strong instruction (e.g., modeling, scaffolding, explicit directions, multiple opportunities to respond, etc.)? <input type="checkbox"/> Are behavioral expectations explicitly taught? <input type="checkbox"/> Are the most critical features being prioritized and taught? <input type="checkbox"/> What percent of students are making adequate progress?	<input type="checkbox"/> What level of instruction is being targeted (e.g., benchmark, strategic, intensive)? <input type="checkbox"/> How much instructional time is allocated for students? <input type="checkbox"/> Is additional instructional time provided as necessary? <input type="checkbox"/> Does the instructor feel adequately trained and supported to meet the needs of students? <input type="checkbox"/> Is instruction differentiated? <input type="checkbox"/> Is instruction adequately explicit with opportunities for students to practice? <input type="checkbox"/> Are other students (e.g., students in the same instructional group) making adequate progress? What %? <input type="checkbox"/> Is the appropriate level of instruction necessary to meet similar student's needs available? <input type="checkbox"/> Are students highly successful during instruction (90%+)?	<input type="checkbox"/> How much instructional time is provided each day? <input type="checkbox"/> Does the instruction sufficiently meet the student's needs? <input type="checkbox"/> Is instruction differentiated (like students grouped together)? <input type="checkbox"/> Is the instruction direct and explicit; includes modeling actively engaging all students? <input type="checkbox"/> Are students provided with extensive opportunities to respond during instruction? <input type="checkbox"/> Are students given ample opportunities to practice skills being taught? <input type="checkbox"/> Is corrective feedback provided? <input type="checkbox"/> Are reinforcing statements provided to encourage student effort and response? <input type="checkbox"/> Are all students in the group responding and completing activities with a high level of performance?	<input type="checkbox"/> All students in the instructional group are passing in -program or instructionally-based assessments? <input type="checkbox"/> A high % of students are progressing according to expectations of growth (e.g., DIBELS, CBM, etc.)? <input type="checkbox"/> Observation tools reveal a high % of the critical features of instruction are in place? <input type="checkbox"/> Complete five -minute feedback form. <input type="checkbox"/> Complete "What to do when..." form. <input type="checkbox"/> Complete the checklist for effective instruction. <input type="checkbox"/> Complete the systems healthy checklist form.
	<input type="checkbox"/> Is an appropriate range of programs available for all students? <input type="checkbox"/> Are the program/materials appropriate for the instructional group? <input type="checkbox"/> Are programs and instructional materials research based? Basis for conclusion? <input type="checkbox"/> Are all necessary programs/materials available? <input type="checkbox"/> Are programs/instructional materials resulting in adequate progress for a high percentage of students? <input type="checkbox"/> Are programs/instructional materials implemented with fidelity? <input type="checkbox"/> Does the curriculum match the instructional priorities established for the learner? <input type="checkbox"/> Does the design and delivery of the program/materials ensure the instructional group is highly successful? <input type="checkbox"/> Are the programs/materials systematic and explicit?	<input type="checkbox"/> Are instructors adequately trained in delivery of programs/instructional materials? <input type="checkbox"/> What are exceptions of strengths or limits of programs/materials? <input type="checkbox"/> Does the programming available match the instructional needs of the learners? <input type="checkbox"/> Are students appropriately grouped according to the program guidelines? <input type="checkbox"/> Are key skills adequately by the program/materials? <input type="checkbox"/> Is there an established curriculum for the area of concern?	<input type="checkbox"/> Is the curriculum taught with fidelity? <input type="checkbox"/> The program/materials appear appropriate for the instructional group? <input type="checkbox"/> Are students appropriately grouped and placed in the program/materials? <input type="checkbox"/> Do program/materials promote a high degree of student response? <input type="checkbox"/> Are students successful in the program/materials? <input type="checkbox"/> Is the program appropriate for the group and purpose for which it is intended (B,S,I)? <input type="checkbox"/> Is group size appropriate for the program/materials? <input type="checkbox"/> Is the instructor skilled in delivery of content? <input type="checkbox"/> Is program content delivered without interruptions? <input type="checkbox"/> Are students highly engaged in program/materials during delivery of instruction? <input type="checkbox"/> Is an appropriate amount of program/materials content completed to ensure enough content is covered?	<input type="checkbox"/> Are students progressing through content at expected rate (e.g., 1 lesson per day, etc.)? <input type="checkbox"/> Are students mastering content? <input type="checkbox"/> Is program/materials content generalized - students demonstrate ability to apply skills taught (e.g., as measured by CBM, DIBELS, social skills, etc.)? <input type="checkbox"/> Do program materials meet evaluation criteria for being research based? <input type="checkbox"/> Will program/materials be evaluated to determine effectiveness? <input type="checkbox"/> Are program/materials designed for the purpose for which they are being used? <input type="checkbox"/> Does alignment exist between what's being taught and learning needs of students? <input type="checkbox"/> Is curriculum aligned to state and local standards and benchmarks? <input type="checkbox"/> Do curriculum/materials enable students meet learning outcomes as measured by benchmark and state assessments.

## ICE(L)/RIOT Post-Assessment

Post Assessment: ICE(L)/RIOT				
Fill in the high priority, structural elements	R	I	O	T
<b>I</b> Instruction				
<b>C</b> Curriculum				
<b>E</b> Environment				
<b>L</b> Learner for individual problem solving				



## **Second: Evaluate and Problem-Solve Instructional Groups**

### **Evaluate progress of instructional groups:**

- 1) Begin by Targeting grades and systems that had insufficient growth (bottom or middle quartile).**
- 2) For each grade/system, evaluate the progress of each instructional group.**
- 3) Identify instructional groups with insufficient growth. Analyze concerns, then problem-solve actionable solutions.**

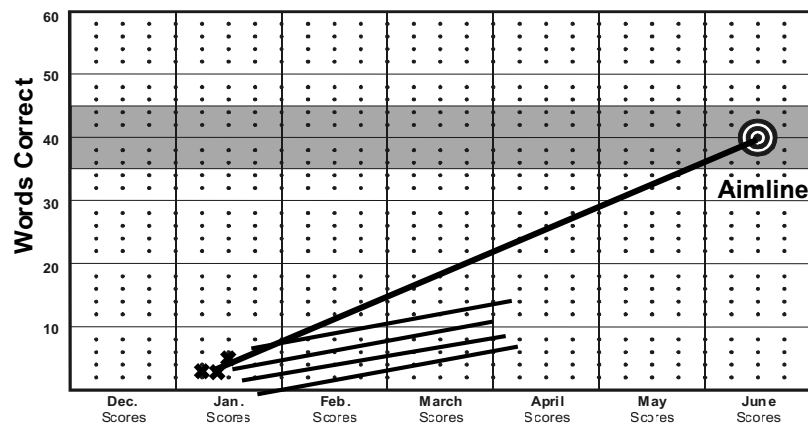
## **Instructional Groups**

- Students in need of additional support are identified and grouped together based on results of benchmark and placement testing.**
- Develop and implement interventions designed to meet the needs of groups of students.**
- If response is not adequate, problem solving is used to identify ways in which interventions may be intensified for the group and/or individual student.**

## Evaluate Instructional Groups

1. Evaluate progress of each group according to pre-established aimline/anticipated rate of growth.
2. How many students (percent) are not making progress?
3. Are 80-90% of students progressing at anticipated rate?
4. Use data to examine reasons for lack of progress.

## Evaluate the Progress of Instructional Groups



DMG (c) 2005

50

## **Identify Concerns at the Instructional Group Level**

- 1. Use benchmark and progress monitoring data to identify which instructional groups are not making adequate progress.**
- 2. Use the Pre-ICE(L)/RIOT form to identify possible reasons for the inadequate progress.**
- 3. Use the ICE(L)/RIOT and alterable variables chart to identify possible changes that could be made to the instructional programming.**

## **When Problem Solving Instructional Groups, ASK...**

- A. Are students grouped appropriately?**
- B. Is the group in the appropriate intervention?**
- C. Is the intervention being implemented with fidelity?**
- D. Is adequate instruction provided?**
- E. Are students passing in-program assessments?**
- F. Is the pacing schedule appropriate – being followed?**

## Consider...

**Your system is perfectly  
aligned to achieve the  
results you are getting**

## Common Problems to Consider

### STRUCTURAL PROBLEMS

- Time
- Grouping
- Staffing
- Pacing

### IMPLEMENTATION PROBLEMS

- Fidelity
- Pacing/Mastery
- Generalization
- Opportunities to Respond

### SYSTEM PROBLEMS

- Ineffective Programs
- One size fits all
- Philosophical Differences
- Competing Programs
- General features of Instruction  
(modeling, explicit language, etc.)

Response to Intervention  
Problem Solving: Systems and Groups

## Effectiveness of Intervention: Is Pacing the Problem?

Effectiveness of Grade 2 Intensive Support Programs			
Students Intensive at Beginning of Year	Beginning ORF Score	Middle ORF Score	Is the Gap Closing? total growth (average gain per week)
Marcus	7	13	6 (.4)
Timmy	4	6	2 (.1)
Maria	20	36	16 (1.1)
Stacey	6	10	4 (.2)
Louis	10	22	12 (.8)
Ethan	17	29	12 (.8)
Regina	23	56	33 (2.2)
Dana	13	30	17 (1.1)

Reality: 73% of this school's intensive 2nd graders are losing ground. 18% are making only parallel growth.

Source: Oregon Reading First

## Example Pacing Schedule

**Create a pacing schedule for Intensive students.**

1. An Intensive Reading group is expected to complete 160 lessons by the end of the May.
2. It is early November and the group just completed lesson #17. Identify a pacing schedule that will ensure the group will complete all 160 lessons by the end of the year

**A. How many weeks = 24**

3 Nov.

2 Dec.

4 Jan.

4 Feb.

3 Mar.

4 Apr.

4 May

## Example Pacing Schedule

B. How many lessons = 143

$$160 - 17 = 143$$

C. Average number of lessons per week = 6 lessons per week

$$143 / 24 = 6$$

$$6 \times 24 + 17 = 161$$

D. OUR TURN – Identify target lessons for each month

NOV., DEC., JAN., FEB.

NOV. = 35

DEC. = 47

JAN. = 71

FEB. = 95

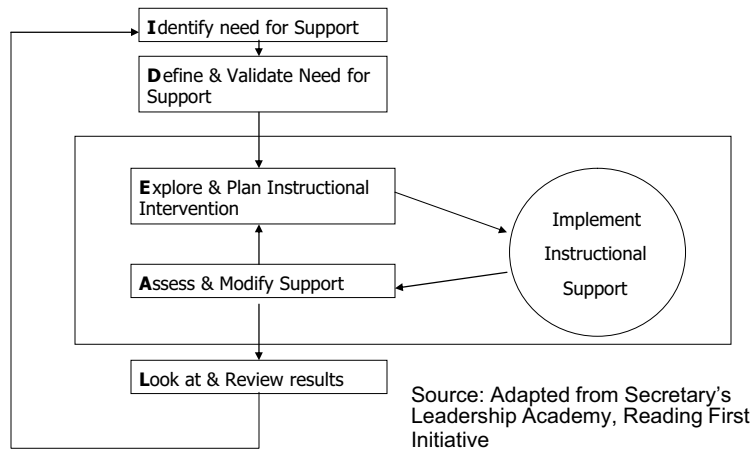
## Activity... Your Turn!

### Problem Solving Systems    **ACTIVITY #5**

Create a pacing map for Mr. Moon's Intervention Group

1. Current lesson = 41
2. Date = Jan. 1<sup>st</sup>
3. Target Lesson = 160 by end of year
4. Average number of lessons per week needed to meet target?
5. What is the target lesson at the end of each month... JAN. thru 2 weeks of JUNE?

## **Apply Assessment-Intervention Loop to Systems, Groups, Students**



## **Helpful Forms for Problem-Solving**




# Response to Intervention Problem Solving: Systems and Groups

**Lesson Progress Report (LPR)**  
Instructor

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ LPR Period: \_\_\_\_\_

Grade	Group	Strat. of Group	Instr. Rec. (I, S, B)	Intervention Program(s)	Current Lesson	Target Lesson	In-Program Test Summaries		
							Test or Check-out	Passing Students	Failing Students

Comments: \_\_\_\_\_




Adapted from: Carrie Thomas-Beck

**School-Wide Instructional Effectiveness**  
**Description of Instructional Programming**

Academic Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

School Practices	Students at and Somewhat Below Grade Level	Students Significantly Below Grade Level
1. Program materials used during the main instructional time.	Materials used during whole class instruction Materials used during small group instruction	Materials used during whole class instruction Materials used during small group instruction
2. Time when main instructional period begins and ends.	Begins at _____ Ends at _____ Total Minutes _____	Begins at _____ Ends at _____ Total Minutes _____
3. Minutes during the main instructional time that each student received teacher directed instruction. - in whole class instruction - in small group instruction	_____ minutes of teacher directed whole -class instruction during core time _____ minutes of teacher directed small group instruction provided to each student somewhat below grade level during core time _____ days a week.	_____ minutes of teacher directed whole -class instruction during core time _____ minutes of teacher directed small group instruction provided to each student significantly below grade level during core time _____ days a week.
4. Extra minutes of teacher directed instruction provided for students below grade level in addition to time during main period.	_____ minutes of extra instruction provided to students somewhat below grade level (strategic) _____ days a week.	_____ minutes of extra instruction provided to students significantly below grade level (intensive) _____ days a week.
5. Programs and materials used during the extra teacher directed small group time.		
6. How often are progress-monitoring assessments administered in addition to benchmark assessments?	Assessment How often administered assessment	Assessment How often administered assessment
7. Other assessments administered. How often? Include assessments from programs.	Assessment How often administered assessment	Assessment How often administered assessment


Adapted from: Jerry Silbert





## Response to Intervention Problem Solving: Systems and Groups

<b>Team Meeting Record Sheet - sample</b>		
Grade Level <u>2<sup>nd</sup> Grade</u> Date <u>1/7/02</u> Participants <u>2<sup>nd</sup> Grade Team</u>		
<b>Purpose of Meeting</b> To examine student results in oral-reading fluency.		
<b>Identify Challenges/Concerns</b> Only 35% of students in the second grade were able to reach the grade -level targets for wcpm on fluency assessment passages. Students are still struggling to read with fluency.		
<b>Analyze the Challenge/Concern</b> Fluency building opportunities are not routinely included as part of the reading block.		
<b>Generate Possible Actions/Solutions</b> 1. Teachers will examine the types of errors made by their students 2. Teachers will arrange schedules so that all students needing extra support will be available for 20-30 minutes of direct instruction or partner rereading during Workshop every day. This work will focus on developing fluency through rereading the decodables and other fluency interventions provided with the program. If decoding issues are apparent, special interventions will be planned. 3. More frequent fluency assessments will be provided to the lowest -scoring students. 4. Results will be analyzed in the next grade -level meeting.		
<b>Specific Decisions/Solutions</b>		
<b>Identify</b>	<b>Who</b>	<b>When</b>
Teachers will review each student's assessment of oral-reading fluency and make a chart indicating areas of need. Teachers will use the more frequent fluency - assessment passages and chart the progress		
Teachers will provide partner reading and other rereading activities during Workshop. Students may be regrouped across classrooms for maximum efficiency. Continue weekly fluency assessments.		
Continue small-group instruction and independent work during Workshop that is closely monitored by the teacher. Continue weekly fluency assessments.		
Determine evidence/assessment data.		
Next Meeting Date:		



<h1>Activity</h1>	
<h2 style="margin: 0;">Problem Solving Systems</h2>	<h2 style="margin: 0;">ACTIVITY</h2>
<ol style="list-style-type: none"> <li>1. Identify a system or instructional group within your building requiring support.</li> <li>2. Complete the ICE(L)/RIOT check-list. Identify questions to be answered/information to be collected.</li> <li>3. Develop a plan to collect the identified information.</li> <li>4. Prior to the next training day, collect the information and summarize the results on the Post ICE(L)/RIOT Assessment.</li> <li>5. Identify elements that need to be addressed to strengthen that portion of the system. Complete the Team Meeting Record Sheet form to help problem solve a solution and actionable plan to address the areas of identified concern.</li> </ol> <p>(See Toolbox for ICE(L)/RIOT forms)</p>	

# HANDOUTS

## **THE RTI TEAM- Purpose and Process**

---

### **Team Purpose:**

1. Team consists of principal, grade level representatives, Title I, school psychologists, special education, and other specialists as needed.
2. Team meets twice per month (45 min. – 1.5 hours)
3. Team reviews benchmark data to evaluate health of system 3x per year (f,w,s).
4. Team shares results with grade level teams.
5. Team reviews progress of systems, by grade, to ensure systems improve/remains healthy.
6. Team engages in problem solving systems, instructional groups, and individual students.

### **Healthy Systems**

1. Review benchmark data in reading, writing, math and behavior. What percent of students are benchmark, strategic, intensive?
2. Evaluate adequate progress fall to winter and winter to spring for all grade levels. Identify systems requiring additional support (i.e., those with inadequate progress and/or too many students below benchmark).
3. Evaluate progress of instructional groups. Target grades and systems that had insufficient growth (i.e., bottom or middle quartile).
4. Collect information regarding system elements requiring further development by completing the ICEL/RIOT pre and post assessment.
5. Problem-solve system solutions and create an action plan to increase support to identify concerns.
6. Establish benchmarks and timelines (i.e. monthly, quarterly) for evaluating success of improvement plan.
7. Periodically review progress toward benchmarks by evaluating progress of instruction groups monthly and modify the systems intervention plan as necessary.

### **Individual Students**

1. Complete the referral to problem solving form.
2. Identify what systems supports were already provided and the results of interventions completed. Were there other students that failed to adequately progress? Was the system considered effective for most students?
3. As a problem-solving team, identify what information must be obtained to understand the students presenting problem.
4. Complete the LEARNER portion of the ICEL/RIOT. Summarize the results on the POST ICEL assessment.

### **THE RTI TEAM - Purpose and Process cont....**

5. Review elements of the system to insure the student was adequately exposed to effective interventions/supports
6. If a healthy system is confirmed, the RTI team completes the student intervention plan identifying:
  - a. problem
  - b. goal for improvement
  - c. research-based intervention
  - d. implementation plan A and B
  - e. progress monitoring plan and decision rules
  - f. follow-up date
  - g. case manager to ensure implementation
7. RTI team periodically reviews long-term implementation of student intervention plan to ensure fidelity and evaluate progress. Additional problem solving is applied as necessary.
8. The RTI TEAM initiates referral for special education based on the students response to intervention and need for long-term supports and accommodations.

# Evaluating Growth

Grade/Measure	Percent Strategic Period____	Percent Strategic Period____	Percentage Point Increase / Decrease (+ or -)	Percent Intensive Period____	Percent Intensive Period____	Percentage Point Increase / Decrease (+ or -)
Sixth Grade						
Seventh Grade						
Eighth Grade						
Ninth Grade						
Tenth Grade						
Eleventh Grade						
Twelfth Grade						

# Pre-Planning Assessment: ICEL/RIOT Assessment

## Assessment Procedures/Data Sources

	R (Review)	I (Interview)	O (Observe)	T (Test/Assess)
	SYSTEMS PROBLEM SOLVING: Determine effectiveness of each part of the system by asking: 1. Is it effective at each level of the school-wide system? 2. Is it effective at the instructional group level? 3. Is it effective for individual students?			
Instruction	<input type="checkbox"/> Differentiated instruction is utilized to address the skill level needs of students (i.e., benchmark, strategic, intensive) <input type="checkbox"/> Instructors have received ample, high quality training needed to provide instruction? <input type="checkbox"/> Is adequate time available to teach students according to instructional needs? <input type="checkbox"/> Is additional time available for student in need? <input type="checkbox"/> Are instructors incorporating features of strong instruction (e.g., modeling, scaffolding, explicit directions, multiple opportunities to respond, etc.)? <input type="checkbox"/> Are behavioral expectations explicitly taught? <input type="checkbox"/> Are the most critical features being prioritized and taught? <input type="checkbox"/> What percent of students are making adequate progress?	<input type="checkbox"/> What level of instruction is being targeted (e.g., benchmark, strategic, intensive)? <input type="checkbox"/> Does much instructional time is allocated for students? <input type="checkbox"/> Is additional instructional time provided as necessary? <input type="checkbox"/> Does the instructor feel adequately trained and supported to meet the needs of students? <input type="checkbox"/> Is instruction differentiated? <input type="checkbox"/> Is instruction adequately explicit with opportunities for students to practice? <input type="checkbox"/> Are other students (e.g., students in the same instructional group) making adequate progress? <input type="checkbox"/> What %? <input type="checkbox"/> Is the appropriate level of instruction necessary to meet similar student's needs available? <input type="checkbox"/> Are students highly successful during instruction (90%+)?	<input type="checkbox"/> How much instructional time is provided each day? <input type="checkbox"/> Does the instruction sufficiently meet the student's needs? <input type="checkbox"/> Is instruction differentiated (like students grouped together)? <input type="checkbox"/> Is the instruction direct and explicit; includes modeling actively engaging all students? <input type="checkbox"/> Are students provided with extensive opportunities to respond during instruction? <input type="checkbox"/> Are students given ample opportunities to practice skills being taught? <input type="checkbox"/> Is corrective feedback provided? <input type="checkbox"/> Are reinforcing statements provided to encourage student effort and response? <input type="checkbox"/> Are all students in the group responding and completing activities with a high level of performance?	<input type="checkbox"/> All students in the instructional group are passing in-program or instructionally-based assessments? <input type="checkbox"/> A high % of students are progressing according to expectations of growth (e.g., DIBELS, CBM, etc.)? <input type="checkbox"/> Observation tools reveal a high % of the critical features of instruction are in place? <input type="checkbox"/> Complete five-minute feedback form. <input type="checkbox"/> Complete "What to do when..." form. <input type="checkbox"/> Complete the checklist for effective instruction. <input type="checkbox"/> Complete the systems healthy checklist form.
Curriculum	<input type="checkbox"/> Is an appropriate range of programs available for all students? <input type="checkbox"/> Are the program/materials appropriate for the instructional group? <input type="checkbox"/> Are programs and instructional materials research based? Basis for conclusion? <input type="checkbox"/> Are all necessary programs/materials available? <input type="checkbox"/> Are programs/instructional materials resulting in adequate progress for a high percentage of students? <input type="checkbox"/> Are programs/instructional materials implemented with fidelity? <input type="checkbox"/> Does the curriculum match the instructional priorities established for the learner? <input type="checkbox"/> Does the design and delivery of the program/materials ensure the instructional group is highly successful? <input type="checkbox"/> Are the programs/materials systematic and explicit?	<input type="checkbox"/> Are instructors adequately trained in delivery of programs/instructional materials? <input type="checkbox"/> What are exceptions of strengths or limits of programs/materials? <input type="checkbox"/> Does the programming available match the instructional needs of the learners? <input type="checkbox"/> Are students appropriately grouped according to the program guidelines? <input type="checkbox"/> Are key skills adequately by the program/materials? <input type="checkbox"/> Is there an established curriculum for the area of concern?	<input type="checkbox"/> Is the curriculum taught with fidelity? <input type="checkbox"/> The program/materials appear appropriate for the instructional group? <input type="checkbox"/> Are students appropriately grouped and placed in the program/materials? <input type="checkbox"/> Do program/materials promote a high degree of student response? <input type="checkbox"/> Are students successful in the program/materials? <input type="checkbox"/> Is the program appropriate for the group and purpose for which it is intended (B,S,I)? <input type="checkbox"/> Is group size appropriate for the program/materials? <input type="checkbox"/> Is the instructor skilled in delivery of content? <input type="checkbox"/> Is program content delivered without interruptions? <input type="checkbox"/> Are students highly engaged in program/materials during delivery of instruction? <input type="checkbox"/> Is an appropriate amount of program/materials content completed to ensure enough content is covered?	<input type="checkbox"/> Are students progressing through content at expected rate (e.g., 1 lesson pre day, etc.)? <input type="checkbox"/> Are students mastering content? <input type="checkbox"/> Is program/materials content generalized – students demonstrate ability to apply skills taught (e.g., as measured by CBM, DIBELS, social skills, etc.)? <input type="checkbox"/> Do program materials meet evaluation criteria for being research based? <input type="checkbox"/> Will program/materials be evaluated to determine effectiveness? <input type="checkbox"/> Are program/materials are designed for the purpose for which they are being used? <input type="checkbox"/> Does alignment exist between what's being taught and learning needs of students? <input type="checkbox"/> Is curriculum aligned to state and local standards and benchmarks? <input type="checkbox"/> Do curriculum/materials enable students to meet learning outcomes as measured by benchmark and state assessments?

# F Environment

<input type="checkbox"/> Are positive, proactive behavioral supports are in place? <input type="checkbox"/> What is the average number of behavioral referrals for grade? Within each class? <input type="checkbox"/> Are teachers and support staff trained in positive and effective behavior management practices? <input type="checkbox"/> Does scheduling minimizes interruptions during instructional periods? <input type="checkbox"/> Are instructional materials available and well managed? <input type="checkbox"/> Are routine s and expectation directly taught and periodically reviewed? <input type="checkbox"/> Are new staff members trained in the school's behavioral support philosophy/system? <input type="checkbox"/> Are supports and intervention available for students with greater behavioral challenges?	<input type="checkbox"/> Do teacher(s) feel well trained/supported in the schools disciplinary methodology? <input type="checkbox"/> Are learning environments well organized and minimize distractions? <input type="checkbox"/> Are behavioral expectations directly taught and periodically reviewed with students? <input type="checkbox"/> Are routines well understood by students? <input type="checkbox"/> Are students successful in their learning? <input type="checkbox"/> Are students highly engaged in their learning? <input type="checkbox"/> Are additional supports available for students with behavioral concerns?	<input type="checkbox"/> Do physical arrangements of rooms facilitate learning? <input type="checkbox"/> Are behavioral expectations clear? <input type="checkbox"/> Is there a 5 to 1 praise to consequence ratio? <input type="checkbox"/> Are students successful in academic tasks? <input type="checkbox"/> Are students highly engaged during lesson and academic tasks? <input type="checkbox"/> Are students grouped homogenously? <input type="checkbox"/> Are teachers well supported by the overall school behavioral system? <input type="checkbox"/> Behavioral expectations are taught and positively reinforced? <input type="checkbox"/> Are learning environments orderly and facilitate academic engagement? <input type="checkbox"/> Are lessons free of interruptions (e.g., announcements, music practice, etc.)	<input type="checkbox"/> Have you completed the classroom environment learningscale? <input type="checkbox"/> Have you conducted a rate of students response survey – evaluated extent of engagement during lesson instruction? <input type="checkbox"/> Are students 90% accurate when responding during lessons? <input type="checkbox"/> Do teachers understand and implement positive behavioral support components within the classroom? <input type="checkbox"/> Do students understand behavioral expectations? <input type="checkbox"/> Are students reinforced for complying with behavioral expectations? <input type="checkbox"/> Do students perceive a nurturing learning environment? <input type="checkbox"/> Are students grouped to ensure academic success and adequate progress?
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## INDIVIDUAL PROBLEM SOLVING

<input type="checkbox"/> Are there any medical or developmental concerns reported in the student's cumulative folder? <input type="checkbox"/> Has the student been present 95% or more of instructional days? <input type="checkbox"/> Does the student have a history of school or class tardiness? <input type="checkbox"/> Has the student received passing grades on their report card? <input type="checkbox"/> When did the problem begin? <input type="checkbox"/> How long has this been a problem? <input type="checkbox"/> What have previous teachers reported about the problem? <input type="checkbox"/> What is the standard performance of peers? <input type="checkbox"/> Does the cumulative record indicate a pattern of behavior? <input type="checkbox"/> Do the cumulative records reflect any interference with personal, interpersonal, and academic adjustment? <input type="checkbox"/> What are the settings where the behavior of concern has occurred? <input type="checkbox"/> Is there a pattern of performance that indicates skills deficits? <input type="checkbox"/> What has previous progress monitoring revealed about student's learning patterns? <input type="checkbox"/> What are the interventions that have the student has shown resistance to? <input type="checkbox"/> What interventions have been attempted? <input type="checkbox"/> What were the results?	<input type="checkbox"/> What does student report as their strengths and weaknesses? <input type="checkbox"/> What are the student's likes and dislikes? <input type="checkbox"/> What are the student's views on the problem? <input type="checkbox"/> How does the student think the problem could be corrected? <input type="checkbox"/> What are the parent's biggest concerns for their child? <input type="checkbox"/> What are the teachers perception of the problem? <input type="checkbox"/> How does the teacher rate the intensity of the problem? <input type="checkbox"/> What is the parent's perception of the problem? <input type="checkbox"/> How do the parents rate the intensity of the problem? <input type="checkbox"/> Is there a pattern of behavior perceived by parents, teachers, and student? <input type="checkbox"/> Is there a common setting to the behavior of concern? <input type="checkbox"/> Are similar concerns reported by other teachers or staff members who interact with this student? <input type="checkbox"/> Why is this particular student not progressing at a rate similar to other students? <input type="checkbox"/> What would be required to make the instruction more effective for this student?	<input type="checkbox"/> How does the student's behavior compare to his peers? <input type="checkbox"/> Does the student have frequent opportunities to respond to tasks during teacher directed instruction? <input type="checkbox"/> How is the student's time on-task? <input type="checkbox"/> Does the student talk without permission? <input type="checkbox"/> Is the student physically aggressive (biting, hitting, spitting)? If yes, what is the frequency of the occurrences? In what context does the behavior occur? What are the antecedents and consequences of the behavior? <input type="checkbox"/> Does the student engage in positive self-talk? <input type="checkbox"/> Does the student engage in noise making (pencil tapping, humming)? <input type="checkbox"/> What is the student's completion time relative to his peers? <input type="checkbox"/> Does the student receive positive feedback? <input type="checkbox"/> Is there a good match between the learner and the instructional methods? <input type="checkbox"/> Does the student receive positive corrective practice in the areas of concern? <input type="checkbox"/> Does the student receive individual attention from the teacher? <input type="checkbox"/> What percentage of the time is the student compliant with classroom rules? <input type="checkbox"/> Is the student successful during instruction? <input type="checkbox"/> Is the student provided a correction procedure when in error? What is the student's response? <input type="checkbox"/> Is the student motivated to perform? <input type="checkbox"/> Does the student have positive peer/adult interactions?	<input type="checkbox"/> Has a hearing or vision problem been ruled out? If so, when was the last evaluation? <input type="checkbox"/> What is the student's instructional level? <input type="checkbox"/> Has functional and diagnostic assessment pinpointed areas of need for instruction and been re-assessed? <input type="checkbox"/> What is the discrepancy between the instruction, curriculum, and environment and the student's performance? <input type="checkbox"/> Is the student missing pre-requisite skills necessary for proficient performance in the targeted area? <input type="checkbox"/> How does the student perform on individual skill assessments? <input type="checkbox"/> What is the student's performance on classroom assessment? <input type="checkbox"/> What are the student's specific skill strengths and weaknesses? <input type="checkbox"/> What needs to be taught? <input type="checkbox"/> What needs to be reinforced? <input type="checkbox"/> What motivates this student?
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# L Learner

Post Assessment: ICE(L)/RIOT

Fill in the high priority, structural elements	R	I	O	T
I Instruction				
C Curriculum				
E Environment				
L Learner for individual problem solving				





**Improving Systems  
Action Plan  
(Accompanies ICE(L)/RIOT Post Assessment)**

School: \_\_\_\_\_

Grade Level: \_\_\_\_\_

System (circle one):		BENCHMARK	STRATEGIC	INTENSIVE
<b>System Concern</b> (taken from ICE(L)/RIOT Post Assessment)		<b>Identify the Specific Concern</b> (i.e., what is causing/contributing to this concern?)		<b>Identify Actions to Address this Concern</b>
1. Instruction a. _____ b. _____ c. _____				
2. Curriculum a. _____ b. _____ c. _____				
3. Environment a. _____ b. _____ c. _____				